Planning Checklist

Learner's Name: _____ **Date/Time:** _____
Observer(s): _____
Interfering Behavior: _____
Directions: Complete this checklist to determine which type of differential reinforcement to use with the learner on the spectrum as well as if DR is ready to be implemented.

PLANNING:

- ❑ Has the interfering behavior been identified?
- ❑ Has baseline data and/or a functional behavior assessment been collected through direct observation of the learner?
- ❑ Is the target skill/behavior/goal measurable and observable? Does it clearly state **what** the target skill/behavior/goal is, **when** it will occur, and **how** team members/observers will know it has been mastered?
- ❑ Is Differential Reinforcement appropriate for the learner's interfering behavior?
- ❑ Does the learner require additional adaptations/modifications/supports? Such as a communication device?
- ❑ Have reinforcers/rewards for the learner been identified based on the learner's interests/preferred items and/or activities?
- ❑ Are additional materials and/or resources for using Differential Reinforcement ready and available?

SELECT DIFFERENTIAL REINFORCEMENT PROCEDURE:

- ❑ Alternative (DRA)
- ❑ Incompatible (DRI)
- ❑ Low Rates (DRL)
- ❑ Other Behavior (DRO)

DETERMINE REINFORCEMENT SCHEDULE:

- ❑ Interval: Fixed
- ❑ Interval: Variable
- ❑ Ratio: Fixed
- ❑ Ratio: Variable